



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Future International School

Academic Year 2015 – 2016

iqraa

Future International School

Inspection Date	18 – 21 October 2015
Date of previous inspection	23 – 26 February 2014

General Information		Students	
School ID	157	Total number of students	972
Opening year of school	2004	Number of children in KG	237
Principal	Najat Abou Fakhr	Number of students in other phases	Primary 379 Middle 223 High 133
School telephone	+971 (0)3 766 6791	Age range	3-19 years
School Address	Al Nyadat, Salam Street, Al Ain	Grades or Year Groups	KG to grade 12
Official email (ADEC)	Futureint.pvt@adec.ae	Gender	mixed
School Website	www.fischools.com	Percentage of Emirati Students	51%
Fee range (per annum)	AED 9,775 – AED 21,000	Largest nationality groups (%)	1. Egyptian 13% 2. Omani 7%
Licensed Curriculum		Staff	
Main Curriculum	American	Number of teachers	1. 73
Other Curriculum	-	Number of TAs	10
External Exams/ Standardised tests	MAP, MoE, EMSA	Teacher-student ratio	_1:_25 KG/ FS _1:_30 Other phases
Accreditation	AdvancedEd	Teacher turnover	10%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons of observed	64
Number of joint lesson observations	2
Number of parents' questionnaires	95 (return rate: 11%)
Details of other inspection activities	Observations, meetings, work scrutiny, review of documents, surveys

School	
School Aims	To provide a healthy and conducive environment for acquiring the required educational skills and knowledge for the 21st-century.
School vision and mission	To be a leading school in the UAE, which provides an exemplary learning environment in line with the vision of ADEC.
Admission Policy	Inclusive
Leadership structure (ownership, governance and management)	The leadership team comprises a principal and vice-principal. The school has an established Board of Trustees. The middle management structure is made up of 11 coordinators, who have subject responsibilities.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	1	0
Emotional and Behaviour Disorders (ED/ BD)	5	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	2	0
Physical and health related disabilities	0	0
Visually impaired	8	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	5
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (C)	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The Future International School provides a weak standard of education overall. This is because there are inconsistencies in the quality of teaching and learning, especially in English and mathematics. Students who speak English as an additional language (EAL) and those with special educational needs (SEN) are not catered for well enough in lessons, as teaching and intervention strategies are not carefully targeted.

Students make weak progress in both English and mathematics; academic standards across other subjects are acceptable. From a relatively low starting point in English, children make acceptable progress across all subjects during Kindergarten (KG). This is sustained in the subsequent grades with the exception of English and mathematics where progress is weak. The overall quality of teaching is weak. The continuous assessment process provides an adequate picture of the students' performance. The curriculum has been appropriately modified to meet some challenging targets. Senior leaders, owners and governors have secured an improvement to some performance standards, in particular personal development and care are now good. This is due to a shared vision and accurate understanding of the school's strengths and weaknesses in these areas. The school promotes a caring environment, relationships are courteous and supportive. Resources have been improved but there are constraints resulting from facilities for physical education and the size of classrooms. The school is satisfactorily led and managed effectively on a day-to-day basis.

Progress made since last inspection and capacity to improve

The standards in some subjects indicate signs of improvement since the last inspection, particularly in KG. Achievement in English and mathematics is not consistent or in line with expectations because of the variable quality of teaching. Most of the issues identified in the last inspection have been tackled. The urgent health and safety matters have been appropriately addressed through relevant funding. Safety routines have been tightened. Resource levels have improved. The school now has access to two well-equipped science laboratories and extended resources in the library. Specialist staff have been appointed, particularly in the KG. Communication at all levels with the proprietor, parents and within the school is now more effective. Greater consistency is now required in the delivery of the curriculum, particularly in the fundamental areas of literacy and numeracy. Current leadership has demonstrated the satisfactory capacity to sustain the improvements that are beginning to emerge.

Development and promotion of innovation skills

In general, developments are at an early stage and a culture of innovation is not yet embedded. There is too much teacher control and domination of lessons to allow for creativity and independent thought to flourish. Students are given little opportunity to exercise responsibility and independence. Teachers do not really understand what innovative practice is and how to routinely implement their planned innovative strategies and activities.

There are some encouraging developments in promoting innovation in parts of the school. There is a greater emphasis on collaborative learning in the KG, where children are applying their learning to the world and making connections between the different areas of learning. High achieving students in Grade 12 showed entrepreneurial skills in working together to produce a number of publications, including a Student Council booklet that was of a very high quality. They managed the process themselves, undertaking the roles of editor, photographer and project manager, using sophisticated skills in technology. During a talent assembly, young students in the lower grades successfully performed to the whole school, overcoming their fear, trying something new and taking the risks entailed in a public performance.

The inspection identified the following as key areas of strength:

- relationships are good; students show mutual respect for one another, the UAE culture and other cultural backgrounds
- students have a positive attitude to learning and enjoy coming to school on a regular basis
- the extensive modifications to the design and implementation of the curriculum, particularly in the KG
- the school is a safe orderly community where students are supported and guided effectively
- the open communication with parents, including the range and quality of reports
- the vision and direction given by the principal which has led to improvement.

The inspection identified the following as key areas for improvement:

- the standard of English, particularly in speaking and writing
- attainment and progress in mathematics
- use of assessment to provide a range of learning experiences for different groups of students and to inform planning
- the development of problem-solving, critical thinking and independent learning as an integral part of teaching.
- the facilities and intervention strategies to support SEN students
- the teaching strategies for supporting English as an additional language students in all subjects.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Mathematics	Attainment	Acceptable	Weak	weak	weak
	Progress	Acceptable	Weak	Weak	Weak
Science	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		acceptable	Weak	Weak	acceptable

The attainment and progress of students is weak overall. The standard of work of most students, as measured against the authorized and licensed curriculum standards is broadly in line with expectations, apart from English where it is below. Compared to international standards, only a minority of students attain levels that are in line with expectations. The school recently administered its first external benchmarking tests (MAP). Standards in the core subjects were well below international expectations. The rate of progress in both English and mathematics is too slow. Standards achieved in the EMSA tests for Arabic subjects indicate achievement at least in line and often above comparable schools. Students have basic competency in numeracy and technology but literacy and mathematical skills are not in line with age-related international expectations.

In Arabic, social studies and Islamic education, students are improving in their reading, comprehension and writing skills. In KG2, students are able to identify the letter 'b' and match at least two picture words that begin with the letter. In Grade 5, the majority of students were able to read, understand and reflect on a passage about healthy habits and give at least two recommendations. In Grade 9, the majority of students were able to describe the geography of the UAE in a short paragraph. In Grade 12, high ability students displayed effective coaching skills by supporting others in their learning. In an Islamic education Grade 9 lesson, most students were able to read verses from the Holy Qur'an with appropriate intonation and fluency. These examples represent acceptable student achievement levels.

Attainment and progress in English in all phases of the school is below curriculum expectations and international levels apart from KG, where it is acceptable. Children in the KG acquire an age-appropriate spoken vocabulary and knowledge of phonics, which provides an appropriate foundation for early reading and writing skills. In subsequent grades, attainment is weak in reading and very weak in writing compared to international standards. Grade 5 students understand a range of spoken English. A few can hold a conversation on a familiar topic and explain what they are learning with reasonable fluency. A minority of students write explanatory texts, some use compound sentences. A large minority make spelling errors of simple words and have limited understanding of how to structure their writing. In Grade 12, a large majority of students make numerous mistakes in grammar and spelling when producing age-appropriate essays. Progress in lessons is not consistently maintained in successive phases. The most able students are not sufficiently challenged to make the progress they are capable of.

Basic numeracy skills are appropriately developed. In KG, children develop their understanding of numbers to ten and acquire an age-appropriate mathematical



vocabulary. From this satisfactory start, students do not consistently develop the mathematical knowledge, skills and understanding at a sufficient pace to meet international age-related expectations. In the primary and middle phases students show some confidence with number and use this competence to correctly interpret graphs and data. In science, most students have acquired a working knowledge of scientific vocabulary. Older students can systematically collect data and make inferences.

Attainment and progress in technology skills meets curriculum expectations. Most students have a satisfactory knowledge of software applications and computer vocabulary. Older students are competent in the use of programming code such as Visual Basic and are confident in the use of research engines for topic work. Progress in physical education (PE) skills is constrained by the lack of appropriate resources and facilities.

The development of learning skills is inconsistent and weak for the majority of students. Generally, and particularly in the primary and middle phases, there is too much teacher control to allow creativity and thinking to be strongly promoted. Independence is not consistently encouraged. Children in the KG concentrate well and are actively involved in their work. They persevere until the task is completed. They are very keen to show what they know, understand and can do. Children take turns in answering questions and in listening to each other. The development of scientific investigation skills is being more effectively promoted through access to new scientific laboratories. Most students interact and collaborate well in group activities because teachers are encouraging, and they provide corrective feedback to students and prompt them when needed.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Almost all students are compliant and show a keen willingness to learn. The outward confidence of many students is reflected in contributions to lessons. They are self-reliant when given the opportunity. Students are courteous to adults and other students. Most exercise self-control and in consequence the school is safe and orderly. Relationships are very positive. All students are aware of the needs and differences of others. Behaviour around the school is good. In a minority of lessons, the unacceptable behaviour of a few students can disrupt lessons particularly where it is not managed effectively by the class teacher. Students realise the importance of healthy eating and follow the school's advice on the selection of healthy choices for snacks and meals. The canteen food supports this advice by providing appropriate healthy foods. A high rate of attendance level, 95% on average, is evident through all phases.

Students' appreciation of the role and values of Islam in UAE society and their respect for the heritage and culture of the UAE were evident in student interactions. Assemblies appropriately featured the national flag, the enthusiastic singing of the national anthem, readings from the Holy Qu'ran, and activities featuring understanding and appreciation for other countries. Hallways have meaningful displays promoting an understanding of Islamic values and an awareness of Emirati and the other diverse cultures of the UAE. Community involvement, volunteering and social contribution are appropriately promoted during a timetabled session for club activities. The provision in lessons for innovation, enterprise and entrepreneurship are not fully developed.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Weak	Weak	Weak
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
A large minority of lessons overall were deemed to be weak or very weak, particularly in English and mathematics. Teaching is broadly acceptable in other core subjects and in the KG. Questioning in the majority of lessons does not sufficiently probe or extend students' understanding or foster critical thinking. There is insufficient time for students to reflect before answering. Over-reliance on factual recall limits opportunities for exploratory discussion and reflection. Teachers do most of the talking across the age range. Teaching strategies do not consistently meet the needs of all learners. Planning for different abilities is not always implemented. Low expectations by some teachers result in insufficient challenge for the more able students. Teaching in English and mathematics lacks consistency and quality. A large minority of teachers lack fluency in English and do not provide suitable models for students. Few teachers in the primary school have the knowledge or skill to teach reading so students who find reading difficult and lack basic reading skills get further behind as they progress up the primary phase. Lesson plans are not implemented in a minority of lessons so that students are unclear about learning expectations and the purpose of the activities. In mathematics progress is constrained, as lessons are not consistently pitched at a level to ensure that students reach age-related expectations. The learning environment in a large majority of classrooms is restricted by the size of classrooms. Group work becomes difficult, except for KG where it is effective because of appropriate space. Display in this area stimulates and supports child learning. The quality of display is more variable in other parts of the school. Teachers establish good relationships with students that enable them to develop confidence and enjoy learning. Teachers have high expectations of behaviour and generally establish a calm and orderly environment in which students can concentrate on their work. In mathematics and business studies, some examples of innovative teaching provide good opportunities for collaboration and reasoning. In most subjects, teachers have sufficient subject knowledge to support students'				

learning. Planning follows a common format that appropriately sets out all the elements of effective teaching and assessment. A minority of teachers extend their planning to provide opportunities for students to be innovative. Some teachers use a range of questions to assess students' understanding so that in these lessons they make acceptable progress from their starting points. The most skilful teachers make timely interventions to review progress or to recap on the learning objectives. These features were more evident in KG.

The assessment policy is comprehensive and provides an appropriate basis for consistency in the collection of achievement data. There is an appropriate balance between summative and continuous assessment that gives a detailed overview of student progress. The moderation of testing to meet curriculum expectations is carried out internally so lacks standardised validity. The school introduced MAP evaluation to address this gap in benchmarking. The senior leadership team routinely analyses achievement data to identify areas for development and professional training. As a result of this process, they have identified weaknesses in ensuring an appropriate level of challenge for students and the development of problem-solving capabilities.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The school has appropriately aligned its curriculum to the Common Core Curriculum Standards (CCCS). The curriculum strands, with associated standards, are appropriately integrated into the scope and sequence for the relevant subject areas. In this manner, the curriculum maps provide adequate continuity and progression. In the KG, a thematic approach is gradually being implemented. This approach encourages more independent learning. Children are at an early stage in developing and using these skills. Cross-curricular links are effectively promoted through a topic-based approach that is part of the continuous assessment used in subjects. The previous report highlighted the need for more investigative work in science. The limitations in resources in respect of this have now been removed with the creation of two new laboratories. The outcomes of the MAP assessments have led to an

appropriate curriculum review with regard to a changing emphasis in questioning techniques and associated online experience. These elements are now an ongoing feature of lesson plans.

The curriculum is mainly promoted through textbooks and worksheets that limits the opportunities for innovation. An element of diversity has been introduced with the creation of a 'moral sciences' course for non-Muslim students. The school has correctly identified that this course needs more strategic planning and focused professional development to ensure its successful implementation. Curriculum maps adequately identify relevant adaptations to meet the needs of different groups of students. Although these elements feature in lesson plans they are not always addressed in curriculum delivery where whole class teaching is often evident. Students with SEN are appropriately identified and interventions are routinely carried out by the special education needs coordinator. In general, class teachers do not refer consistently to the content of IEP's so students' needs are not consistently met. Curriculum planning in mathematics has been appropriately adapted to identify real-life contexts in lesson plans. Curriculum links with outside agencies are limited.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

The school has good procedures to ensure the protection, care, guidance and support for students, staff, and visitors. Extensive school's policies and safety procedures are well documented. They are implemented effectively. Students feel safe and confidently report concerns to an adult. A comprehensive child protection policy is in place and staff have had relevant training in respect of this. Security measures are enhanced by closed-circuit television cameras (CCTV) at strategic locations both within and outside the school's premises. Maintenance and transport procedures and records are appropriately maintained and relevant certificates are in place. The school clinic is effectively run and medical records are systematically

maintained. Healthy lifestyles are regularly promoted through appropriate canteen offerings, related assembly presentations, and classroom presentations given by the school nurse. The premises are clean and well-maintained. There is no lift, so access to the second floor would not be possible for a student with a physical disability.

Staff are very considerate of students and show a genuine level of concern for their safety. Staff in KG has created a positive, caring environment. Attendance levels are good as a result of efficient management systems. The school actively promotes the importance of good attendance in assemblies and newsletters to parents. The school is inclusive and provides a supportive environment for students with special educational needs. Gifted and talented students have been identified; there is no specific provision for them in the school. For older students appropriate guidance is given for higher education pathways.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
The senior leadership provide a clear vision for the school's development. They communicate this vision effectively to the staff and relate it appropriately to initiatives within the school. The self-evaluation form (SEF) was completed with a suitable level of detail and was largely accurate. The associated school development plan (SDP) is methodical and identifies the quality of teaching and the raising of student attainment as key issues. Senior leaders are beginning to accurately assess and monitor the quality of the school's work. This is at an early stage in ensuring that the school consistently promotes age-appropriate expectations. The role of subject coordinators is clearly defined as is their associated accountabilities. Some coordinators are new to post and they are being appropriately supported with relevant training. Relationships are positive and communication effective. The process of delegated authority enables staff to become part of the decision-making	

processes. Staff are motivated to take initiatives such as the extensive modifications to the KG curriculum.

The school has been proactive in seeking external measures of its performance by introducing an American benchmarking test (MAP) system last year. The results have formed the basis for action plans within subjects addressing online questioning styles and problem-solving. Monitoring is conducted regularly by the senior leadership team and subject coordinators. The effectiveness of middle managers is variable and some coordinators are inexperienced. The outcomes of subject evaluations form the basis of continuing professional development (CPD) training which is currently focused on differentiation and problem-solving. The review of English delivery has not been sufficiently rigorous. Staff have worked effectively together to ensure that most issues of the previous inspection report been addressed.

Communication with parents has become more open and there are purposeful efforts to encourage parents to have more direct involvement in their children's learning. Parents attend festivals and assemblies and receive regular informative, reports about their child's development and progress. In the KG, the new thematic curriculum has a strong element on the community and people who help keep people healthy and safe. Community workers visit the KG and children act out these roles and learn about the world of work.

The Board of Trustees is regularly informed about the performance of the school through a report from the principal. This report has become a productive forum for discussion. The outcome of this communication has been a substantial increase in the funding for resources. The recommendations of the previous report in relation to resources have been successfully addressed.

Daily routines and procedures are effective in maintaining an orderly community. A productive working environment has been created to enable students to learn. Staff subject expertise has improved through relevant funding. Science, technology and library facilities have improved; the deficiencies in specialist facilities for physical education reduce opportunities for skills development. The size of classrooms also has a negative impact on the ability of teachers to become more creative in their teaching.

What the school should do to improve further:

1. Improve standards in English and mathematics by:
 - i. employing specialist teachers with a background in successfully deploying EAL strategies
 - ii. providing focused professional development to underpin the knowledge and understanding of international expectations
 - iii. systematically monitoring academic progress and more rigorously moderating test results.
 - iv. ensuring that lessons are pitched at international age-related expectations.
2. Improve assessment processes by:
 - i. identifying skills and competences to track progress and set targets for students.
 - ii. using assessment data to plan for meeting the needs of different groups of students, particularly those with SENs
 - iii. using summative data to identify the proportion of students who are meeting grade level expectations at the end of successive phases
 - iv. analysing external benchmarking to identify themes for curriculum adaptation.
3. Improve problem-solving strategies by:
 - i. providing professional development on questioning techniques and the promotion of innovation skills
 - ii. adapting teaching strategies for more investigative, independent learning by students
 - iii. sharing good practice
4. Improving the provision for students with SEN by:
 - i. providing professional development on the compilation and formation of IEP's.
 - ii. using assessment data to inform lesson planning
 - iii. monitoring the implementation of lesson plans to ensure consistency in delivery.